



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2009–2010:** Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2010-2011 NCLB Report Card

School: Hall-Dale Elementary School

SAU: RSU 02

## Contents of the Report

Assessment Data

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# 2010-2011 NCLB Report Card



**School:** Hall-Dale Elementary School  
**SAU:** RSU 02  
**Grade:** 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						65						
	2009-2010	60	60	100	70	74	73	13	57	25	5	60	0
Female	2008-2009						70						
	2009-2010	29	29	100	69	70	76	14	55	24	7		
Male	2008-2009						60						
	2009-2010	31	31	100	71	78	69	13	58	26	3		
Caucasian/White	2008-2009						66						
	2009-2010	54	54	100	69	74	74	15	54	26	6		
African American/Black	2008-2009						42						
	2009-2010	2	2	100			46						
Hispanic	2008-2009						51						
	2009-2010	1	1	100			58						
Asian or Pacific Islander	2008-2009						66						
	2009-2010	3	3	100			71						
American Indian or Native Alaskan	2008-2009						64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009						53						
	2009-2010	29	29	100	69	74	62	3	66	24	7		
Migrant	2008-2009						67						
	2009-2010	0	0										
Students with Disabilities	2008-2009						36						
	2009-2010	15	15	100	47	46	38	13	33	47	7		
Limited English Proficient	2008-2009						40						
	2009-2010	3	3	100			45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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# 2010-2011 NCLB Report Card



**School:** Hall-Dale Elementary School  
**SAU:** RSU 02  
**Grade:** 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						71						
	2009-2010	63	62	98	65	65	67	24	40	29	6	61	1
Female	2008-2009						75						
	2009-2010	27	26	96	73	77	71	31	42	27	0		
Male	2008-2009						67						
	2009-2010	36	36	100	58	55	63	19	39	31	11		
Caucasian/White	2008-2009						71						
	2009-2010	60	59	98	63	65	68	22	41	31	7		
African American/Black	2008-2009						53						
	2009-2010	2	2	100			43						
Hispanic	2008-2009						66						
	2009-2010	0	0				59						
Asian or Pacific Islander	2008-2009						71						
	2009-2010	1	1	100			71						
American Indian or Native Alaskan	2008-2009						60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009						60						
	2009-2010	31	30	97	60	56	56	20	40	30	10		
Migrant	2008-2009						67						
	2009-2010	0	0										
Students with Disabilities	2008-2009						43						
	2009-2010	10	10	100	40	27	34	10	30	60	0		
Limited English Proficient	2008-2009						47						
	2009-2010	0	0				46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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# 2010-2011 NCLB Report Card



**School:** Hall-Dale Elementary School  
**SAU:** RSU 02  
**Grade:** 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						67						
	2009-2010	45	44	98	86	79	72	23	64	14	0	43	1
Female	2008-2009						70						
	2009-2010	22	22	100	91	85	78	41	50	9	0		
Male	2008-2009						64						
	2009-2010	23	22	96	82	71	67	5	77	18	0		
Caucasian/White	2008-2009						67						
	2009-2010	42	41	98	85	78	73	20	66	15	0		
African American/Black	2008-2009						46						
	2009-2010	1	1	100			57						
Hispanic	2008-2009						56						
	2009-2010	0	0				70						
Asian or Pacific Islander	2008-2009						68						
	2009-2010	2	2	100			73						
American Indian or Native Alaskan	2008-2009						48						
	2009-2010	0	0				62						
Economically Disadvantaged	2008-2009						53						
	2009-2010	16	15	94	80	71	62	13	67	20	0		
Migrant	2008-2009						38						
	2009-2010	0	0										
Students with Disabilities	2008-2009						31						
	2009-2010	7	6	86		32	36						
Limited English Proficient	2008-2009						39						
	2009-2010	0	0				49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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# 2010-2011 NCLB Report Card



**School:** Hall-Dale Elementary School  
**SAU:** RSU 02  
**Grade:** 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						70						
	2009-2010	60	60	100	68	56	62	30	38	23	8	60	0
Female	2008-2009						68						
	2009-2010	29	29	100	59	50	61	21	38	31	10		
Male	2008-2009						71						
	2009-2010	31	31	100	77	62	63	39	39	16	6		
Caucasian/White	2008-2009						71						
	2009-2010	54	54	100	70	57	63	31	39	20	9		
African American/Black	2008-2009						45						
	2009-2010	2	2	100			31						
Hispanic	2008-2009						50						
	2009-2010	1	1	100			52						
Asian or Pacific Islander	2008-2009						70						
	2009-2010	3	3	100			65						
American Indian or Native Alaskan	2008-2009						55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009						58						
	2009-2010	29	29	100	52	44	50	14	38	38	10		
Migrant	2008-2009						67						
	2009-2010	0	0										
Students with Disabilities	2008-2009						46						
	2009-2010	15	15	100	53	35	33	13	40	40	7		
Limited English Proficient	2008-2009						46						
	2009-2010	3	3	100			35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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# 2010-2011 NCLB Report Card



**School:** Hall-Dale Elementary School  
**SAU:** RSU 02  
**Grade:** 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						66						
	2009-2010	63	62	98	65	60	62	24	40	24	11	61	1
Female	2008-2009						66						
	2009-2010	27	26	96	62	63	62	31	31	27	12		
Male	2008-2009						67						
	2009-2010	36	36	100	67	57	63	19	47	22	11		
Caucasian/White	2008-2009						67						
	2009-2010	60	59	98	63	59	63	24	39	25	12		
African American/Black	2008-2009						46						
	2009-2010	2	2	100			36						
Hispanic	2008-2009						61						
	2009-2010	0	0				45						
Asian or Pacific Islander	2008-2009						68						
	2009-2010	1	1	100			65						
American Indian or Native Alaskan	2008-2009						59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009						54						
	2009-2010	31	30	97	60	53	50	13	47	20	20		
Migrant	2008-2009						50						
	2009-2010	0	0										
Students with Disabilities	2008-2009						41						
	2009-2010	10	10	100	50	39	36	10	40	40	10		
Limited English Proficient	2008-2009						43						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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# 2010-2011 NCLB Report Card



**School:** Hall-Dale Elementary School  
**SAU:** RSU 02  
**Grade:** 05



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						66						
	2009-2010	45	44	98	86	65	64	39	48	11	2	43	1
Female	2008-2009						65						
	2009-2010	22	22	100	91	63	64	45	45	9	0		
Male	2008-2009						66						
	2009-2010	23	22	96	82	69	64	32	50	14	5		
Caucasian/White	2008-2009						67						
	2009-2010	42	41	98	85	65	65	39	46	12	2		
African American/Black	2008-2009						43						
	2009-2010	1	1	100			37						
Hispanic	2008-2009						52						
	2009-2010	0	0				55						
Asian or Pacific Islander	2008-2009						69						
	2009-2010	2	2	100			67						
American Indian or Native Alaskan	2008-2009						46						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009						53						
	2009-2010	16	15	94	73	55	51	20	53	20	7		
Migrant	2008-2009						38						
	2009-2010	0	0										
Students with Disabilities	2008-2009						38						
	2009-2010	7	6	86		44	34						
Limited English Proficient	2008-2009						40						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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# 2010-2011 NCLB Report Card



<b>School:</b>	Hall-Dale Elementary School
<b>SAU:</b>	RSU 02
<b>Grade:</b>	3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	99 99	99 99	74	73 68	71 69	99	99 99	99 99	74	63 58	63 61	95		95
Caucasian/White	99	99 99	99 99	73	72 69	71 69	99	99 99	99 99	75	62 59	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	99	100 99	99 99	66	68 61	60 56	99	100 99	99 99	61	53 45	50 47			
Students with Disabilities	*	99 97	97 98	46	40 37	36 28	*	99 97	97 98	59	44 35	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.





## Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	17	3	8	1	1	0

## Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>